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ABSTRACT

This brief guide is designed to help teachers learn how to integrate content and problem solving skills in the social studies curriculum. Problem-solving skills include analyzing an in-depth question/problem, selecting a format for recording information, gathering and recording information, and writing a summary. Materials in the guide include: a chart showing the basic problem-solving skills process and associated sub-skills; an overview of one unit showing questions/problems; a sample student guide sheet showing integration of content and skills; and a sample teacher guide sheet showing answers expected from students. Eleven question/problems used to organize a unit on the American Revolution are presented. A student guide for one question, What actions did England take to solve her economic and political problems between 1763-1765, provides detailed directions for problem solving. Students analyze the question through labeling nouns, verbs, and limiters, defining unfamiliar words, and restating the question. An organized form is devised by writing implied and sub-questions of the larger question. A list of resources for gathering information and an outline for writing the factual summary is provided. (KC)

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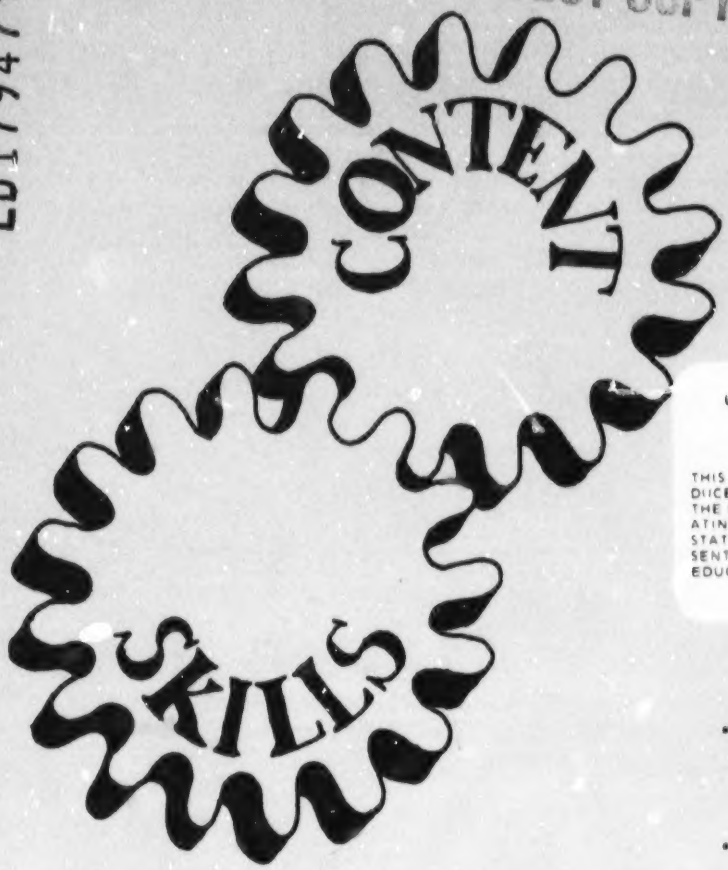

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INTEGRATION OF CONTENT AND PROBLEM SOLVING SKILLS

REPRESENTATIVE MATERIALS

.... Chart showing basic problem solving skills process and the associated sub skills

.... Overview of one unit showing questions/problems

.... Sample student guide sheet showing integration of content and skills

.... Sample teacher guide sheet showing answers to skill process and content expected from students

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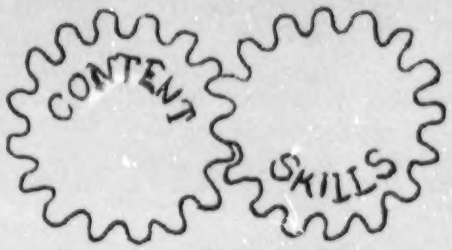
BASIC PROBLEM SOLVING SKILLS

MODEL



TITLE IV-C PROJECT
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UNDERSTANDING THE QUESTION/PROBLEM

..... identifying nouns, verbs and modifiers
..... defining conceptual words
..... using dictionaries and glossaries
..... restating question/problem in student's own words

CHOOSING AND MAKING IN ORGANIZED FORM

..... finding small questions within the larger one
..... finding implied question
..... classifying and subclassifying

GATHERING INFORMATION

..... classifying and subclassifying
..... using written material
..... using maps, charts, graphs, and illustrations
..... using audio and audio-visual material
..... notetaking

WRITING A FACTUAL SUMMARY

..... rewriting question/problem for opening sentence
..... stating topics and subtopics
..... restating information for each topic and subtopic in paragraph form
..... using correct sentence and paragraph structure

WRITING AN ESSAY

..... writing generalization for opening sentence
..... using topic and subtopic with supporting information
..... summarizing information
..... summary sentence for closure to essay
..... using correct sentence and paragraph structure

10/79

INTEGRATION OF CONTENT AND PROBLEM SOLVING SKILLS

The Social Studies curriculum is developed around a series of topics or units at each grade level. These topics or units are organized by developing a series of in depth questions/problems which integrate content with basic problem solving skills. An example of this follows:

Unit or Topic of Study: THE AMERICAN REVOLUTION

Questions/Problems used to organize the unit:

1. Map Question - to find out what countries claimed lands in North America in 1750 and to locate on a map geographical features of the English colonies.

2. What was life like in the English colonies of North America between 1700 - 1750?

3. How did England control the American colonies by making laws to control trade between 1650 - 1750?

4. How were the Colonists able to evade the English trade laws or find advantages in them?

   a. The Game of Empire (illustrates concept of mercantilism).

5. The French and Indian War - (a series of readings, maps, poetry, on French and Indian War.)

6. What actions did England take to solve her economic and political problems between 1763 - 1765?

7. How did the British laws passed between 1763 - 1765 deprive the Colonists of their rights as Englishmen?

8. Chart: British Actions and Colonists' Reactions (1763 - 1775).

   a. What actions did the British take after the Boston Tea Party?

9. The Declaration of Independence - (small groups examine the three parts of the Declaration of Independence using the entire document).

10. What were the British and American strengths for winning the Revolution?

11. What were the results of the American Revolution for the colonies?

INTEGRATION OF CONTENT AND PROBLEM SOLVING SKILLS

BUT WHAT DOES THE STUDENT DO IN CLASS?

..... Teachers usually introduce the question/problem to the whole class. An example of a student guide for question/problem #6 follows.

..... Skills are taught sequentially. By 7th grade students will be able to complete all of Understanding the Problem independently.

..... In this lesson teacher might introduce finding implicit question skill to whole class. See teacher guide which gives answers for each step of process as well as the content expected as the student gathers information.

..... Once students have completed the organized form they work individually or in small groups gathering information which answers the question.

..... Each student writes a factual summary.

..... Degree of independence from teacher instruction depends upon students as well as time of year unit is taught.

FOLLOWING PAGES

1. Student guide for question/problem #6 (see previous page for list of question/problems in American Revolution Unit).

2. Teacher guide for question/problem #6.

THE AMERICAN REVOLUTION
QUESTION/PROBLEM VI

Social Studies
Student Guide

DO NOT WRITE ON THIS SHEET

Student Goal: To understand the problems facing England (the mother country) after the Paris Peace Treaty (1763) and to find out how England tried to solve these economic and political problems.

Question/Problem What actions did England take to solve her economic and political problems between 1763 - 1765?

Directions for Understanding and Question/Problem:

1. Copy the question/problem on your own paper.
2. Circle the question word.
3. Label the nouns
4. Label the verbs
5. Label the limiters
6. Define all unfamiliar words. Use a dictionary, then write the definition in your own words.
7. Restate the question substituting different words for all the key words. DO NOT change the limiters. DO NOT change the meaning of the question.

Directions for Devising an Organized Form: NOTE - there is an implied question.

1. Write the implied question on your own paper.
2. There are four small questions. Write the four (4) small questions on your paper.
3. Use ditto (") marks for words which are the same in the four small questions.
4. Underline the unique words (words for which you cannot use ditto (") marks.)
5. What are the topics? List four (4) topics.
6. Write the heading (words for which ditto (") marks are used).

Directions for Choosing an Organized Form:

1. Use the sheet "Choosing a Type of Organization for your Information".
2. Write organized form on a whole sheet of paper or on front and back of one sheet.
3. Show your paper to your teacher before starting to gather information.

DO NOT WRITE ON THIS PAPER

Gathering Information:

1. For this question you must keep a list of sources used. The list is to be written on a separate sheet of paper. Title the list: Sources Used For Question VI. Now list resources used like this:

Author's last name, author's first name, Title of Book, (Underline title of the book). The list is to be arranged alphabetically by last name of the author of the book. If there are two authors or more, list the authors by last name and first name initial. List all authors.

2. Resources are: Look in index under Proclamation of 1763 for textbooks. When you finish using these:
Reich, J., Miller, E., Building the American Nation
Wilder, H., Ludlum, R., Brown, H., This is America's Story (look in index under George Grenville)
Use Cummins, D., & White, W., The American Revolution, pg. 13 - 25
Barck, O., & Lefler, H., Colonial America

Factual Summary: Write a factual summary of your information. Use this model.

Opening Paragraph

1. Opening sentence made from question.
2. Next sentences tell what the topics and sub-topics are.

Middle Paragraph

1. Restate the question selecting one topic and sub-topics associated with that topic.
2. The rest of the paragraph must summarize each sub-topic in the order they were listed in the first sentence of the paragraph.
3. A new paragraph should be written for each remaining topic using model for middle paragraph given in 1 and 2 above.

Closing Paragraph

1. Restate the first sentence of the opening paragraph
2. Summarize each topic (each paragraph of middle paragraphs).

NISKAYUNA MIDDLE SCHOOL

Social Studies 7
Question/Problem #6

AMERICAN REVOLUTION UNIT
Teacher Guide

WHAT ACTIONS DID ENGLAND TAKE TO SOLVE ECONOMIC AND POLITICAL PROBLEMS BETWEEN 1763 - 1765?

I. Understanding the Question

A. Question/Request Word - What
B. Limiters - England, between 1763 - 1765
C. Keywords - actions, did take, solve, economic, political, problems
D. Define Unfamiliar Words:
   economic - buying and selling of goods and services
   political - government, the affairs of government
E. Restatement - Identify the things England did to cure the difficulties related to the buying and selling of goods and government between 1763 - 1765.

II. Making an Organized Form

A. Implicit question (Hidden question, not stated in question/problem).
   Identify England's economic problems between 1763 - 1765
   Identify England's political problems between 1763 - 1765

B. Small Questions
   Identify England's economic problems between 1763 - 1765
   Identify England's political problems between 1763 - 1765
   What actions did England take to solve economic problems between 1763 - 1765?
   What actions did England take to solve political problems between 1763 - 1765?

C. Topics (unique words - used only in small questions)
   1. Identify economic
   2. Identify political
   3. What actions did take to solve economic
   4. What actions did take to solve political

D. Heading (Words used in all small questions)
   England's Problems Between 1763 - 1765.

II. Making an Organized Form

E. Organized Form

ENGLAND'S PROBLEMS BETWEEN 1763 - 1765

Identify Economic	What actions did take to solve economic

ENGLAND'S PROBLEMS BETWEEN 1763 - 1765

Identify Political	What actions did take to solve political

III. Gathering Information

ENGLAND'S PROBLEMS BETWEEN 1763 - 1765

Identify Economic	What actions did take to solve economic
1. colonists successfully smuggled goods and thus evaded customs duties	a. Writs of Assitance were enforced (search warrants) so that British officers could find out what smuggled goods were in warehouses. b. began enforcing Navigation Acts passed earlier c. Smugglers tried in courts in front of judges appointed by England.

III. Gathering Information (continued)

ENGLAND'S PROBLEMS BETWEEN 1763 - 1765

Identify Economic	What actions did take to solve economic
2. Needed money. England's debt was much larger than the colonies' debt after the French and Indian Wars	a. Sugar Act put taxes on molasses, sugar, and coffee b. Grenville ordered colonists to stop making paper money c. Stamp Act - tax stamps put on printed matter and papers used in business. d. Quartering Act - British troops in colonies had to be housed by colonists. This saved English money as colonists had to pay for housing.

ENGLAND'S PROBLEMS BETWEEN 1763 - 1765

Identify political	What actions did take to solve political
1. Pontiac's War - Indians attacked colonial settlements.	a. British sent troops, fought and won b. Troops were quartered in colonies.
2. Control of western lands	a. Proclamation of 1763 - settlers couldn't cross Appalachians

IV. Factual Summary

A. Opening Paragraph

There are several actions England took to solve economic and political problems between 1763 and 1765. This factual summary will tell about England's economic and political problems and the solutions of these problems.

B. Middle Paragraph

England had two economic problems to solve between 1763 and 1765.
1. information about smuggling and solution
2. information about debt and solution

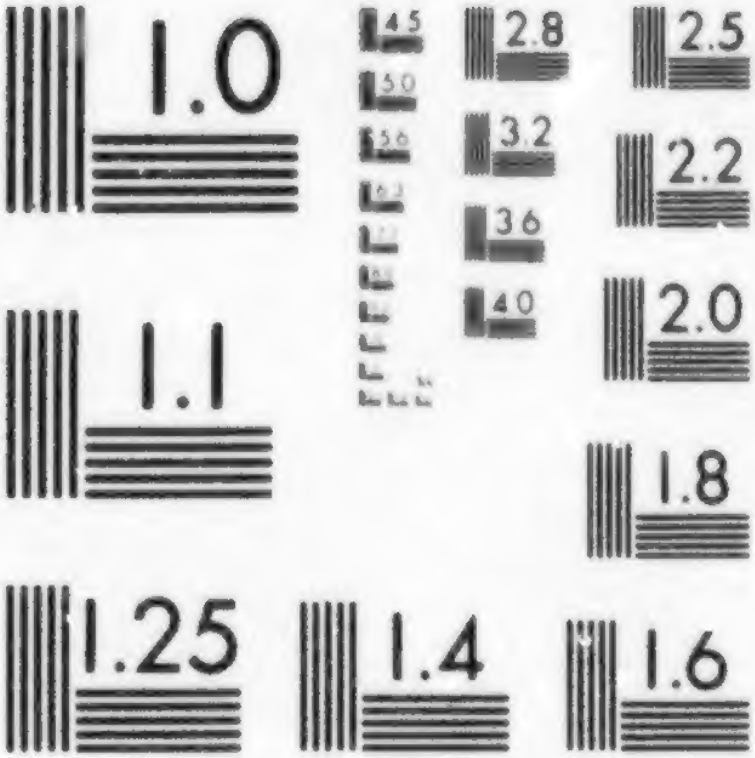
C. Middle Paragraph

England had two political problems to solve between 1763 and 1765.
1. information about Pontiac's War and solution
2. information about control of western lands and solution

D. Closing Paragraph

There were several actions England took to solve economic and political problems between 1763 and 1765.
1. summarize paragraph on economic problems in one sentence
2. summarize paragraph on political problems in one sentence.

NOTE: This example is typical of seventh grade opening paragraph. Here the students are learning the structure of the factual summary. Therefore, middle paragraphs only outline what will eventually be written out fully. Gradually all of the factual summary is written independently by the student.



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A